

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<https://dese.mo.gov/media/pdf/missouri-state-profile-review-guide>

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator			State Data 2019-20		Target 2019-20*
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			27.2%	Not Met	≥ 47.3%
ECSE children in special education separate class, school or residential setting (SPP 6B)			37.4%	Not Met	≤ 22.8%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			99.5%	Not Met	= 100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	95.9%	Met	≥ 93.9%
		Summary Statement 2	36.8%	Not Met	≥ 48.2%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.7%	Met	≥ 95.5%
		Summary Statement 2	33.3%	Not Met	≥ 40.6%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	96.2%	Met	≥ 93.5%
		Summary Statement 2	46.4%	Not Met	≥ 56.9%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			57.4%	Met	≥ 56.0%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			8.4%	Met	≤ 10.2%
Percent of children with IEPs served in separate settings (SPP 5C)			3.6%	Met	≤ 3.7%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) - (SPP 3B)			99.6%	Met	≥ 95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3B)			99.5%	Met	≥ 95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11) (SPP 3C)			17.6%	Not Met	≥ 20.0%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3C)			14.1%	Not Met	≥ 15.0%
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)			99.2%	Not Met	= 100.0%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			76.7%	Met	≥ 70.0%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was district identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities (SPP 1)			77.0%	Met	≥ 74.5%
Dropout rate for students with disabilities (SPP2)			1.5%	Met	≤ 3.5%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			89.3%	Not Met	= 100.0%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		24.6%	Met	≥ 24.4%
	enrolled in higher education or competitively employed		57.4%	Met	≥ 46.9%
	total employed / continuing education		61.6%	Met	≥ 51.3%

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2017-18	2018-19	2019-20
Child Count	13,175	13,148	12,624

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2017-18		2018-19		2019-20	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		7,289	55.3%	7,264	55.2%	6,781	53.7%
♦ 10+ hours with majority of sped services in	EC Program*	2,894	22.0%	2,986	22.7%	2,936	23.3%
	Other location	3,270	24.8%	3,210	24.4%	2,783	22.0%
♦ less than 10 hours with the majority of sped services in:	EC Program*	363	2.8%	433	3.3%	497	3.9%
	Other location	762	5.8%	635	4.8%	565	4.5%
Separate Class**		4,405	33.4%	4,552	34.6%	4,529	35.9%
Separate School**		152	1.2%	166	1.3%	187	1.5%
Residential Facility**		0	0.0%	0	0.0%	1	0.0%
Home		143	1.1%	86	0.7%	144	1.1%
Service Provider location		1,186	9.0%	1,080	8.2%	982	7.8%
Total Early Childhood		13,175	100.0%	13,148	100.0%	12,624	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		3,257	24.7%	3,419	26.0%	3,433	27.2%
Total separate placement** (SPP 6B)		4,557	34.6%	4,718	35.9%	4,717	37.4%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number referred and eligible	484	599	461	557	609
IEPs developed within acceptable timelines	472	593	456	556	606
Percent developed within acceptable timelines	97.5%	99.0%	98.9%	99.8%	99.5%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2019-20 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
a. did not improve functioning	86	1.5%	86	1.5%	87	1.5%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	129	2.2%	101	1.7%	108	1.9%
c. improved functioning to a level nearer to same-age peers but did not reach	3,476	59.6%	3,705	63.5%	2,934	50.3%
d. improved functioning to reach a level comparable to same-aged peers	1,545	26.5%	1,691	29.0%	2,004	34.3%
e. maintained functioning at a level comparable to same-aged peers	601	10.3%	254	4.4%	704	12.1%
Total	5,837	100.0%	5,837	100.0%	5,837	100.0%

Summary Statements

1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited	95.9%	96.7%	96.2%
2. Percent of children who were functioning within age expectations by the time they exited.	36.8%	33.3%	46.4%

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2019-20
Intellectual Disability	9,147	22	1.0%
Emotional Disturbance	7,227	29	0.8%
Speech Impairment	17,053	1,058	1.9%
Language Impairment	8,446	131	1.0%
Orthopedic Impairment	394	5	0.0%
Visual Impairment	448	5	0.1%
Hearing Impairment	1,051	21	0.1%
Specific Learning Disabilities	31,429	552	3.6%
Other Health Impairment	26,707	389	3.0%
Deaf/Blindness	24	0	0.0%
Multiple Disabilities	1,391	9	0.2%
Autism	13,399	155	1.5%
Traumatic Brain Injury	382	4	0.0%
Young Child w/ Developmental Delay	3,038	45	0.3%
Total	120,136	2,425	13.7%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2017-18		2018-19		2019-20	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	68,330	57.9%	68,652	57.5%	68,915	57.4%
Inside Regular Class 40-79%	33,015	28.0%	33,916	28.4%	34,250	28.5%
Inside Regular Class <40% (SPP 5B)	9,959	8.4%	9,981	8.4%	10,041	8.4%
Private Separate (Day) Facility*	968	0.8%	1,038	0.9%	1,057	0.9%
Public Separate (Day) Facility*	1,599	1.4%	1,604	1.3%	1,671	1.4%
Homebound/Hospital*	620	0.5%	714	0.6%	750	0.6%
Private Residential Facility*	2	0.0%	1	0.0%	4	0.0%
Correctional Facility	209	0.2%	201	0.2%	134	0.1%
Parentally Placed Private School	2,427	2.1%	2,427	2.0%	2,425	2.0%
State Operated Separate School [^]	895	0.8%	896	0.8%	889	0.7%
Total School Age	118,024	100.0%	119,430	100.0%	120,136	100.0%
Total of Separate Placements* (SPP 5C)	4,084	3.5%	4,253	3.6%	4,371	3.6%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2019-20	White %	Black %	Hispanic %	Asian %	Am Indian%	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	70.1%	15.5%	7.0%	2.1%	0.4%	0.3%	4.6%	100.0%
Total IEP Child Count (3-21)	70.0%	17.7%	6.0%	1.1%	0.4%	0.2%	4.6%	100.0%
Intellectual Disability	61.0%	27.9%	5.8%	1.4%	0.3%	0.2%	3.4%	100.0%
Emotional Disturbance	63.8%	24.1%	4.5%	0.5%	0.4%	0.1%	6.6%	100.0%
Speech/Language Impairment	74.5%	12.9%	6.2%	1.3%	0.5%	0.2%	4.5%	100.0%
Specific Learning Disability	68.4%	18.5%	7.5%	0.5%	0.5%	0.2%	4.4%	100.0%
Other Health Impairment	72.6%	17.1%	4.3%	0.6%	0.5%	0.1%	4.7%	100.0%
Autism	70.5%	15.6%	5.9%	2.5%	0.4%	0.1%	4.9%	100.0%

Source: District reported data via MOSIS Student Core

Student Assessment Data

District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)

Student assessment data is evaluated for AMO purposes for specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:

<http://mcds.dese.mo.gov/guided inquiry/Pages/State-Assessment.aspx>

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)

The following table indicates statewide assessment results for students with disabilities

2019-20 testing requirements were waived due to COVID-19

Grade	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)	Acct	Rept	Number Top Two	Part Rate (SPP 3B)	Percent Top Two (SPP 3C)
2018-19 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	10,309	10,283	2,366	99.7%	23.0%	10,302	10,274	2,110	99.7%	19.1%
4	10,395	10,374	2,149	99.8%	20.7%	10,381	10,358	1,975	99.8%	14.3%
5	10,130	10,116	1,768	99.9%	17.5%	10,125	10,109	1,448	99.8%	12.5%
6	9,958	9,931	1,616	99.7%	16.3%	9,955	9,927	1,240	99.7%	9.5%
7	9,478	9,453	1,252	99.7%	13.2%	9,463	9,437	899	99.7%	8.1%
8	8,971	8,945	1,213	99.7%	13.6%	8,731	8,703	704	99.7%	8.8%
HS	7,745	7,589	1,390	98.0%	18.3%	7,925	7,745	1,003	97.7%	13.0%
3-5	30,834	30,773	6,283	99.8%	20.4%	30,808	30,741	5,533	99.8%	18.0%
6-8	28,407	28,329	4,081	99.7%	14.4%	28,149	28,067	2,843	99.7%	10.1%
All	66,986	66,691	11,754	99.6%	17.6%	66,882	66,553	9,379	99.5%	14.1%
2017-18 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,962	9,947	3,534	99.8%	35.5%	9,954	9,940	2,670	99.9%	24.8%
4	10,314	10,291	3,563	99.8%	34.6%	10,305	10,283	2,547	99.8%	19.2%
5	9,897	9,875	2,745	99.8%	27.8%	9,891	9,868	1,894	99.8%	13.8%
6	9,392	9,371	2,420	99.8%	25.8%	9,385	9,364	1,293	99.8%	13.1%
7	9,224	9,198	2,234	99.7%	24.3%	9,212	9,182	1,206	99.7%	8.7%
8	8,782	8,742	1,911	99.5%	21.9%	8,498	8,456	736	99.5%	15.3%
HS	896	893	313	99.7%	35.1%	896	889	136	99.2%	15.3%
3-5	30,173	30,113	9,842	99.8%	32.7%	30,150	30,091	7,111	99.8%	23.6%
6-8	27,398	27,311	6,565	99.7%	24.0%	27,095	27,002	3,235	99.7%	12.0%
All	58,467	58,317	16,720	99.7%	28.7%	58,141	57,982	10,482	99.7%	18.1%
2016-17 - IEP MAP and MAP-A										
	Communication Arts						Mathematics			
3	9,942	9,937	3,398	99.9%	34.2%	9,955	9,950	2,600	99.9%	26.1%
4	9,868	9,859	3,305	99.9%	33.5%	9,862	9,851	2,395	99.9%	24.3%
5	9,637	9,628	2,651	99.9%	27.5%	9,637	9,628	1,844	99.9%	19.2%
6	9,330	9,308	2,445	99.8%	26.3%	9,326	9,307	1,248	99.8%	13.4%
7	8,969	8,947	2,072	99.8%	23.2%	8,961	8,941	1,153	99.8%	12.9%
8	8,343	8,321	1,796	99.7%	21.6%	8,153	8,132	689	99.7%	8.5%
HS	7,296	7,294	2,794	100.0%	38.3%	7,268	7,266	1,823	100.0%	25.1%
3-5	29,447	29,424	9,354	99.9%	31.8%	29,454	29,429	6,839	99.9%	23.2%
6-8	26,642	26,576	6,313	99.8%	23.8%	26,440	26,380	3,090	99.8%	11.7%
All	63,385	63,294	18,461	99.9%	29.2%	63,162	63,075	11,752	99.9%	18.6%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: High school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number evaluated	8,468	8,892	6,568	7,552	6,274
Number within acceptable timelines	8,366	8,844	6,508	7,477	6,222
Percent within acceptable timelines	98.80%	99.46%	99.09%	99.01%	99.17%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total Responses	6,756	6,712	5,546	6,067	5,304
Number Agree/Strongly Agree	5,111	4,880	4,127	4,588	4,070
% Agree/Strongly Agree	75.65%	72.71%	74.41%	75.62%	76.73%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2019-20	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	10,592	8.0	28,989	3.7	2.16
OSS > 10 Days	1,618	1.2	4,012	0.5	2.38
ISS - All	14,398	10.8	52,299	6.7	1.63
ISS > 10 Days	935	0.7	2,427	0.3	2.28
Total OSS and ISS	19,889	15.0	67,742	8.6	1.74
Incident Counts					
OSS - All	20,484	15.4	47,431	6.0	2.55
OSS > 10 Days	1,695	1.3	4,290	0.5	2.33
American Indian	9	1.6	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		2.86
Asian	6	0.4			0.72
Black	767	3.4			6.20
Hispanic	67	0.8			1.53
Multi Racial	95	1.6			2.87
Pacific Islander	3	1.3			2.40
White	748	0.8			1.46
ISS - All	31,734	23.9	102,787	13.1	1.82
ISS > 10 Days	941	0.7	2,449	0.3	2.27
Total OSS and ISS	52,218	39.3	150,218	19.1	2.05

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Note: The ratios for the racial/ethnic groups use the nondisabled OSS>10 days for all races as the comparison group

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1, 2)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP 1)	2017-18	2018-19	2019-20
Number of students with disabilities who graduated	6,626	6,590	6,414

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2020 Cohort	2020	2021	2022	2023
Total Cohort Graduates	5,706			
Total Cohort	7,408			
Graduation Rate	77.02%	NA	NA	NA
2019 Cohort	2019	2020	2021	2022
Total Cohort Graduates	5,803	6,056		
Total Cohort	7,552	7,476		
Graduation Rate	76.84%	81.01%	NA	NA
2018 Cohort	2018	2019	2020	2021
Total Cohort Graduates	5,771	6,046	6,117	
Total Cohort	7,604	7,557	7,532	
Graduation Rate	75.89%	80.01%	81.21%	NA
2017 Cohort	2017	2018	2019	2020
Total Cohort Graduates	5,471	5,747	5,833	5,886
Total Cohort	7,424	7,313	7,288	7,277
Graduation Rate	73.69%	78.59%	80.04%	80.88%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only (SPP 2)	2017-18	2018-19	2019-20
Total number of students with disabilities grades 9-12	38,597	39,276	39,119
Number of students with disabilities who dropped out 9-12	824	746	574
Dropout rate for students with disabilities grades 9-12	2.13%	1.90%	1.47%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total Reviewed	666	738	609	549	731
Number Met	588	647	575	514	653
Percent Met	88.29%	87.67%	94.42%	93.62%	89.33%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

<i>Follow-up reported during the 2019-20 School Year</i>	Graduates		Dropouts		Total	
	#	%	#	%	#	%
(1) 2 YR College (completed at least one term)	1,213	18.6%	5	0.7%	1,218	16.8%
(2) 4 YR College (completed at least one term)	559	8.6%	3	0.4%	562	7.8%
(3) Non College (completed at least one term)	184	2.8%	2	0.3%	186	2.6%
(4) Advance Training	11	0.2%	0	0.0%	11	0.2%
(5) Employed (Competitively) (at least 20 hrs per week for 90 days)	2,138	32.8%	102	14.5%	2,240	31.0%
(6) Employed (Not Competitively) (at least 20 hrs per week for 90 days)	106	1.6%	3	0.4%	109	1.5%
(7) National /Community Service / Peace Corps	1	0.0%	0	0.0%	1	0.0%
(8) Military	129	2.0%	0	0.0%	129	1.8%
(9) Other	750	11.5%	117	16.6%	867	12.0%
(10) Continuing Ed - did not complete one term	282	4.3%	2	0.3%	284	3.9%
(11) Employed - less 20 hrs per week or 90 days	612	9.4%	16	2.3%	628	8.7%
(12) Unknown	542	8.3%	453	64.4%	995	13.8%
(13) <i>Not Available</i>	45		0		45	
Total (excludes Not Available)	6,527	100.0%	703	100.0%	7,230	100.0%
A. Enrolled in higher education*	1,772	27.1%	8	1.1%	1,780	24.6%
B. Enrolled in higher education or competitively employed*	3,664	56.1%	109	15.5%	4,149	57.4%
C. Total Employed / continuing Education*	4,341	66.5%	115	16.4%	4,456	61.6%

*Summary Calculations

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (5) + (8)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6) + (7) + (8)]